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TRENDS IN
ADMISSION VARIABLES
THROUGH THE
CLASS OF 1991

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NOVEMBER 1987

TRENDS IN ADMISSION VARIABLES THROUGH THE CLASS OF 1991

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ABSTRACT

The United States Military Academy uses the Whole Candidate concept in the selection of candidates for admission. This concept encompasses three broad areas: academics, leadership potential, and physical condition and aptitude. This report compares the pre-USMA performance of members of the Class of 1991 with previous classes in these three areas.

NOTE: Any conclusions in this report are not to be construed as official U.S. Military Academy or Department of the Army positions unless so designated by other authorized documents.

OFFICE OF INSTITUTIONAL RESEARCH
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10996-1585

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EXECUTIVE SUMMARY

I. PURPOSE. This report contains information, for rapid reference, comparing the pre-USMA performance of members of the Class of 1991 with previous classes in the areas of academics, leadership potential, and physical condition and aptitude.

II. METHODOLOGY. Data displayed in this report were obtained from the following sources:

- A. Academic Performance: High School Transcripts, American College Tests and College Entrance Examination Board Tests;
- B. Physical Performance: Physical Aptitude Exam;
- C. Leadership Potential: An index developed from combining extracurricular and athletic activities with high school faculty evaluation.

III. RESULTS.

A. The mean SAT-Math score (644) for cadets in the Class of 1991 is the highest in the past ten years, and the mean SAT-Verbal score (562) is the fourth highest in the past ten years. Cadet performance in high school and on College Board exams has resulted in a mean CEER score of 609, which is the second highest on record. The academic qualifications of cadets place them in the top 10-15% of college bound high school seniors.

B. The Class of 1991 Physical Aptitude Exam score for men (576) is the highest in the last ten years and eleven points higher than the average of the previous nine years.

C. The mean Leadership Potential Score (595) is three points lower than for the Class of 1990, and four points below the average of the previous nine years.)

D. The mean Whole Candidate Score (6015) for cadets in the Class of 1991 is twenty points below the high of 6035 set by the Class of 1989, but sixty points higher than the average of the previous nine years.

IV. CONCLUSION. The U.S. Military Academy continues to enroll outstanding cadets.

I. INTRODUCTION

A. Background.

1. This report, along with the reports, Characteristics of the Class of 1991 (September 1987) and New Cadets and Other College Freshmen, Class of 1991 (due Spring, 1988), comprise the three general reports prepared by the Office of Institutional Research to describe the Class of 1991 at the time the class entered the Military Academy.

2. The same reports were prepared for the Classes of 1971 through 1990 and similar reports are planned for each future class when it enters the Military Academy.

B. Purpose. This report compares the pre-USMA performance of members of the Class of 1991 with previous classes in the areas of academics, leadership, physical condition and aptitude. It is intended to serve as a reference source by USMA officials.

II. METHODOLOGY

A. Data Collection. Data displayed in this report were obtained from the following sources:

1. Academic performance: High School Transcripts, American College Tests, and College Entrance Examination Board Tests.
2. Physical performance: Physical Aptitude Exam.
3. School activities and awards: Self-reported by cadets on questionnaires administered during Cadet Basic Training.
4. Leadership potential: An index developed from combining extracurricular and athletic activities with high school faculty evaluations.

B. Definitions.

| | |
|-----------|---|
| 1. CEER | A composite score of College Entrance Examination Board Scores (SAT-V, SAT-M) and High School Rank. |
| 2. HSR | High School Rank Score. |
| 3. LPS | Leadership Potential Score. |
| 4. PAE | Physical Aptitude Examination. |
| 5. SAT-V | Scholastic Aptitude Test - Verbal. |
| 6. SAT-M | Scholastic Aptitude Test - Mathematics. |
| 7. ACT-EN | American College Test - English. |

8. ACT-MA American College Test - Mathematics.
 9. ACT-NS American College Test - Natural Science.
 10. ACEER A composite score of 3 ACT tests (the T Social Science test is not used in calculating the ACEER) and HSR.
 11. WCS Whole Candidate Score. A combination of CEER (or ACEER), LPS and PAE.

III. RESULTS

A. Academic Characteristics.

1. The mean College Entrance Examination Board, American College Test scores, and High School Rank scores for the Classes of 1984 through 1991 for admitted cadets are:

| | 1991 | | | 1990 | 1989 | 1988 | 1987 | 1986 | 1985 |
|--------|------|------|-------|------|------|------|------|------|------|
| | M | F | Total | | | | | | |
| SAT-V | 562 | 567 | 562 | 569 | 565 | 559 | 560 | 549 | 552 |
| SAT-M | 648 | 612 | 644 | 636 | 637 | 636 | 631 | 620 | 623 |
| ACT-EN | 24.2 | 24.5 | 24.2 | 23.6 | 24.4 | 23.5 | 23.4 | 23.3 | 23.2 |
| ACT-MA | 29.5 | 28.2 | 29.3 | 29.1 | 29.2 | 29.1 | 28.9 | 28.6 | 28.9 |
| ACT-NS | 29.5 | 27.8 | 29.4 | 29.3 | 29.4 | 29.2 | 28.7 | 28.7 | 28.7 |
| HSR | 578 | 611 | 581 | 580 | 575 | 583 | 580 | 570 | 556 |

2. The mean SAT-V score for men in the Class 1991 is higher than that of 85% of male college bound seniors nationwide who took the test; and the mean score for women cadets is higher than 85% of female college bound high school seniors. The mean SAT-M score of male cadets is higher than 84% of the college bound seniors; while the mean score for women cadets is above 95% of college bound females. The means of cadets on the American College Test scores are also well above the national average of students tested under the ACT Program. On average, cadets outscored 86% of college bound seniors on ACT-English. The mean ACT-Math for male cadets is higher than 94% of men in the norm group; that for female cadets is above 95% of the women. Male cadets' average ACT-Natural Science is above 83%, and female cadets averaged above 88% of the female college bound seniors.

3. Entering cadets differ from the national SAT norm group of all college bound high school seniors on several dimensions. In the national norm group, men outperform women on both verbal and math tests, averaging 10 points higher on SAT-V and 47 points on SAT-M. Among entering cadets, women outperform men by an average 5 points on SAT-V. Male cadets outscore women on SAT-M by an average of 36 points.

4. Each candidate is evaluated either on College Board scores and High School Rank (CEER) or American College Test scores and HSR (ACEER). If both are available, the higher of the two is used. HSR is a measure of the candidate's rank in his/her graduating class rescaled to a 200-800 scale to be consistent with other admission variables. Table 1 (page 6) provides a comparison of the number of cadets within each CEER range with the number of fully examined candidates (with nominations) within the same range, noting the percent offered admission and percent admitted. Table 2 shows a similar comparison of candidates and cadets evaluated using ACEER scores. Table 3 shows the distribution, at 50 point intervals, of Whole Candidate Score components for cadets in the Class of 1991.

B. Physical Aptitude. The average Physical Aptitude Examination score of 576 for men in the USMA Class of 1991 is eleven points above the average score for the previous nine classes, and shows an increase over the mean score for the Class of 1990. The women in the Class of 1991 had a mean PAE score 540. It should be noted that PAE tests for men and women are scored in part on different items and thus are not comparable. The mean PAE for cadets and all candidates is shown in Table 4.

C. Leadership Potential. The Leadership Potential Score is derived from the ratings of candidates by their secondary school teachers and evaluations by admissions officials of the quality of participation by candidates in athletic and other school and community activities. The mean LPS for the Class of 1991 was 595, which is three points lower than the Class of 1990 (Table 5).

D. Overall Characteristics.

1. The Whole Candidate Score is a weighted score consisting of 60 percent CEER (or ACEER), 30 percent LPS, and 10 percent PAE. The distribution of the WCS for the Class of 1991 is shown below.

| <u>Score Range</u> | <u>Frequency</u> | <u>Percent</u> |
|--------------------|------------------|----------------|
| 7500-8000 | 0 | 0 |
| 7000-7499 | 9 | 0.7 |
| 6500-6999 | 118 | 8.6 |
| 6000-6499 | 625 | 46.0 |
| 5500-5999 | 467 | 34.4 |
| 5000-5499 | 131 | 9.6 |
| 4500-4999 | 9 | 0.7 |
| 2000-4499 | 0 | 0 |

Mean = 6015 Standard Deviation = 395

2. A tabular comparison of the number of cadets whose scores fall in each WCS score range with the number of fully examined candidates within the same ranges is shown in Table 6.

E. Trends In Admissions Variables. Figures 1-7 show trend data for the Classes of 1982 through 1991. Trends for admitted cadets reflect the following:

1. SAT-V scores have declined slightly from those of the Class of 1990, but are the fourth highest in the last ten years (Figure 1). SAT-M scores for cadets have risen over the past six years after a period of decline for Classes of 1983, 1984 and 1985 (Figure 2).

2. The mean HSR for the Class of 1991 was 581 and is the fourth highest HSR of the last ten years (Figure 3).

3. The mean CEER score for the Class of 1991 was 609 and is the second highest CEER score of the last ten years (Figure 4).

4. The mean LPS for admitted cadets has remained fairly constant over a ten year period. LPS fluctuations (Classes of 1987-1988) stem in part from changes in scoring techniques and rescaling of two components of the LPS (Figure 5).¹

5. PAE scores for men show a rising trend for the Classes of 1986 through 1991. In contrast, the mean PAE among fully qualified candidates dropped significantly for the Class of 1988, due to an increase in the number of candidates scoring below 400 on the PAE (Figure 6).

6. The WCS for the Class of 1991 shows decline from the Class of 1990, but is the third highest in the last ten years (Figure 7).

¹LPS scores for the Classes of 1987 and 1988 reflect progressive changes in the LPS. The Class of 1986 was the first class to be evaluated for admission to USMA using school official evaluations of candidate leadership performance in high school as the FAS component of the LPS. Candidates to earlier classes were evaluated on leadership potential rather than performance. Mean LPS for the Class of 1986 shows a dip because data processing limitations necessitated a compromise scoring technique which reduced the mean FAS by 20-25 points, reducing the LPS by 6 to 8 points. Scoring difficulties were resolved with the Class of 1987. The EX and AT components of the LPS were rescaled for candidates to the Class of 1988, leading to an apparent depression of the LPS.

F. Selected Activities and Awards.

1. Tables 7 and 7a give information on the background, activities and awards of entering cadets of the Classes of 1982 through 1991.

2. As with previous classes, cadets in the Class of 1991 were active in diverse extracurricular and athletic activities in high school. Eighty-nine percent earned varsity letters and 59% were team captains. Twenty-seven percent held an elective class office during their senior year that included president, senior class officer, and president of the student body. Other popular activities include scouting, dramatics and debate. Seven percent of the cadets in the Class of 1991 were valedictorians.

IV. CONCLUSION

The U.S. Military Academy continues to enroll outstanding cadets.

TABLE 1

Comparison of the Number of Cadets (Evaluated Using CEER)
 With the Number of Fully Examined Candidates (Evaluated Using
 CEER) at Each CEER Score Level for the Class of 1991

| <u>Score Ranges</u> | <u>No. of Candidates</u> | <u>Offered</u> | | <u>Entered</u> | | <u>Percent Yield*</u> |
|-------------------------|------------------------------|----------------|----------|----------------|----------|---------------------------|
| | | <u>N</u> | <u>%</u> | <u>N</u> | <u>%</u> | |
| 750-800 | 26 | 13 | 50% | 8 | 31% | 62% |
| 700-749 | 163 | 95 | 58 | 51 | 31 | 54 |
| 650-699 | 556 | 280 | 50 | 192 | 35 | 69 |
| 600-649 | 1092 | 409 | 38 | 328 | 30 | 80 |
| 550-599 | 1104 | 291 | 26 | 233 | 21 | 80 |
| 500-549 | 707 | 160 | 23 | 132 | 19 | 83 |
| 450-499 | 346 | 36 | 10 | 31 | 9 | 86 |
| 400-499 | 130 | 5 | 4 | 4 | 3 | 80 |
| 350-399 | 35 | 0 | 0 | 0 | 0 | 0 |
| 300-349 | 13 | 0 | 0 | 0 | 0 | 0 |
| 250-299 | 0 | 0 | 0 | 0 | 0 | 0 |
| 200-249 | 2 | 0 | 0 | 0 | 0 | 0 |
| Number | 4147 | | | 979 | | |
| Mean | 583 | | | 609 | | |
| SD | 73 | | | 61 | | |

* Yield = $\frac{\text{N Entered}}{\text{N Offered}}$

TABLE 2

Comparison of the Number of Cadets (Evaluated Using ACEER) With
the Number of Fully Examined Candidates (Evaluated Using
ACEER) at Each CEER Score Level for the Class of 1991

| Score Ranges | No. of Candidates | Offered | | Entered | | Percent Yield* |
|-----------------|----------------------|----------------|-----|---------|-----|-------------------|
| | | Admission N | % | N | % | |
| 750-800 | 6 | 4 | 67% | 4 | 67% | 100% |
| 700-749 | 58 | 30 | 52 | 18 | 31 | 60 |
| 650-699 | 190 | 100 | 53 | 73 | 38 | 73 |
| 600-649 | 366 | 146 | 40 | 108 | 30 | 74 |
| 550-599 | 520 | 130 | 25 | 100 | 19 | 77 |
| 500-549 | 402 | 79 | 20 | 67 | 17 | 85 |
| 450-499 | 175 | 11 | 6 | 9 | 5 | 82 |
| 400-449 | 79 | 1 | 1 | 1 | 1 | 100 |
| 350-399 | 18 | 0 | 0 | 0 | 0 | 0 |
| 300-349 | 11 | 0 | 0 | 0 | 0 | 0 |
| 250-299 | 2 | 0 | 0 | 0 | 0 | 0 |
| 200-249 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number | 1832 | | | 380 | | |
| Mean | 570 | | | 605 | | |
| SD | 74 | | | 61 | | |

* Yield = $\frac{\text{N Entered}}{\text{N Offered}}$

TABLE 3
**Summary of Whole Candidate Score Components
 For The Class of 1991**

| Score Ranges | Academic | | Male Physical Aptitude (PAE) | Female Physical Aptitude (PAE) | | Leadership Potential (LPS) | | |
|-----------------|------------|-------|---------------------------------------|---|------------|----------------------------------|-------------|----|
| | CEER | ACEER | | No. | % | No. | % | |
| 750-800 | 8 | 1 | 26 | 2 | 1 | 1 | 2 | 1 |
| 700-749 | 51 | 5 | 57 | 5 | 8 | 5 | 30 | 2 |
| 650-699 | 192 | 20 | 140 | 12 | 8 | 5 | 265 | 20 |
| 600-649 | 328 | 34 | 224 | 19 | 17 | 11 | 357 | 26 |
| 550-599 | 233 | 24 | 269 | 22 | 27 | 17 | 414 | 31 |
| 500-549 | 132 | 14 | 272 | 23 | 42 | 27 | 193 | 14 |
| 450-499 | 31 | 3 | 151 | 13 | 31 | 20 | 79 | 6 |
| 400-449 | 4 | 4 | 65 | 5 | 20 | 13 | 19 | 1 |
| 350-399 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |
| 300-349 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 250-299 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 200-249 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 979 | | 1204 | | 155 | | 1359 | |
| MEAN | 609 | | 576 | | 540 | | 595 | |
| S.D. | 61 | | 80 | | 80 | | 51 | |

TABLE 4
Means and Standard Deviations for CEER
LPS, PAE, and WCS, Class of 1991

| | CEER | | | LPS | | | PAE** | | | WCS | | |
|----|------|------|----|-------|------|----|-------|------|-----|-------|------|-----|
| | N | Mean | SD | N | Mean | SD | N | Mean | SD | N | Mean | SD |
| A* | 7926 | 561 | 84 | 14493 | 541 | 81 | 6171 | 523 | 104 | 12082 | 5463 | 632 |
| N* | 4180 | 583 | 73 | 6052 | 565 | 73 | 6052 | 527 | 104 | 5997 | 5702 | 529 |
| C* | 979 | 609 | 61 | 1359 | 595 | 61 | 1204 | 576 | 80 | 1359 | 6015 | 395 |

**PAE for admitted cadets is shown for male cadets only, so that more valid comparisons can be made with prior years. Means and standard deviations of PAE for candidates are for male and female combined.

Means and Standard Deviations for ACEER, ACT-EN,
ACT-MA, and ACT-NS, Class of 1991

| | ACEER | | | ACT-EN | | | ACT-MA | | | ACT-NS | | |
|---|-------|------|----|--------|------|-----|--------|------|-----|--------|------|-----|
| | N | Mean | SD | N | Mean | SD | N | Mean | SD | N | Mean | SD |
| A | 3536 | 544 | 86 | 3534 | 22.2 | 3.9 | 3535 | 25.7 | 5.4 | 3536 | 27.6 | 4.6 |
| N | 1832 | 570 | 74 | 1832 | 23.1 | 3.6 | 1832 | 27.3 | 4.6 | 1832 | 28.6 | 4.0 |
| C | 380 | 605 | 61 | 380 | 24.2 | 3.0 | 380 | 29.3 | 3.9 | 380 | 29.4 | 3.4 |

Means and Standard Deviations for SAT-V, SAT-M,
and HSR, Class of 1991

| | SAT-V | | | SAT-M | | | HSR | | |
|---|-------|------|----|-------|------|----|-------|------|-----|
| | N | Mean | SD | N | Mean | SD | N | Mean | SD |
| A | 7925 | 521 | 94 | 7921 | 591 | 95 | 13151 | 534 | 112 |
| N | 4180 | 542 | 87 | 4180 | 618 | 80 | 6012 | 553 | 109 |
| C | 979 | 562 | 73 | 979 | 644 | 63 | 1359 | 581 | 104 |

*A = All candidates

*N = Fully qualified candidates

*C = Admitted candidates

TABLE 5

Comparison of the Number of Cadets With the Number of
 Fully Examined and Nominated Candidates at Each Leadership
 Potential Level for the Class of 1991

| Score Ranges | Number of Candidates | Offered | | Entered | | Percent Yield* |
|-----------------|-------------------------|----------------|------|---------|------|-------------------|
| | | Admission N | % | N | % | |
| 750-800 | 2 | 2 | 100% | 2 | 100% | 100% |
| 700-749 | 85 | 50 | 59 | 30 | 35 | 60 |
| 650-699 | 668 | 358 | 54 | 265 | 40 | 74 |
| 600-649 | 1354 | 477 | 35 | 357 | 26 | 75 |
| 550-599 | 1621 | 525 | 32 | 414 | 26 | 79 |
| 500-549 | 1173 | 256 | 22 | 193 | 17 | 75 |
| 450-499 | 1173 | 95 | 8 | 79 | 7 | 83 |
| 400-449 | 696 | 27 | 4 | 19 | 3 | 70 |
| 350-399 | 331 | 0 | 0 | 0 | 0 | 0 |
| 300-349 | 82 | 0 | 0 | 0 | 0 | 0 |
| 250-299 | 19 | 0 | 0 | 0 | 0 | 0 |
| 200-249 | 1 | 0 | 0 | 0 | 0 | 0 |
| NUMBER | 6052 | | 1359 | | | |
| MEAN | 565 | | 595 | | | |
| SD | 73 | | 61 | | | |

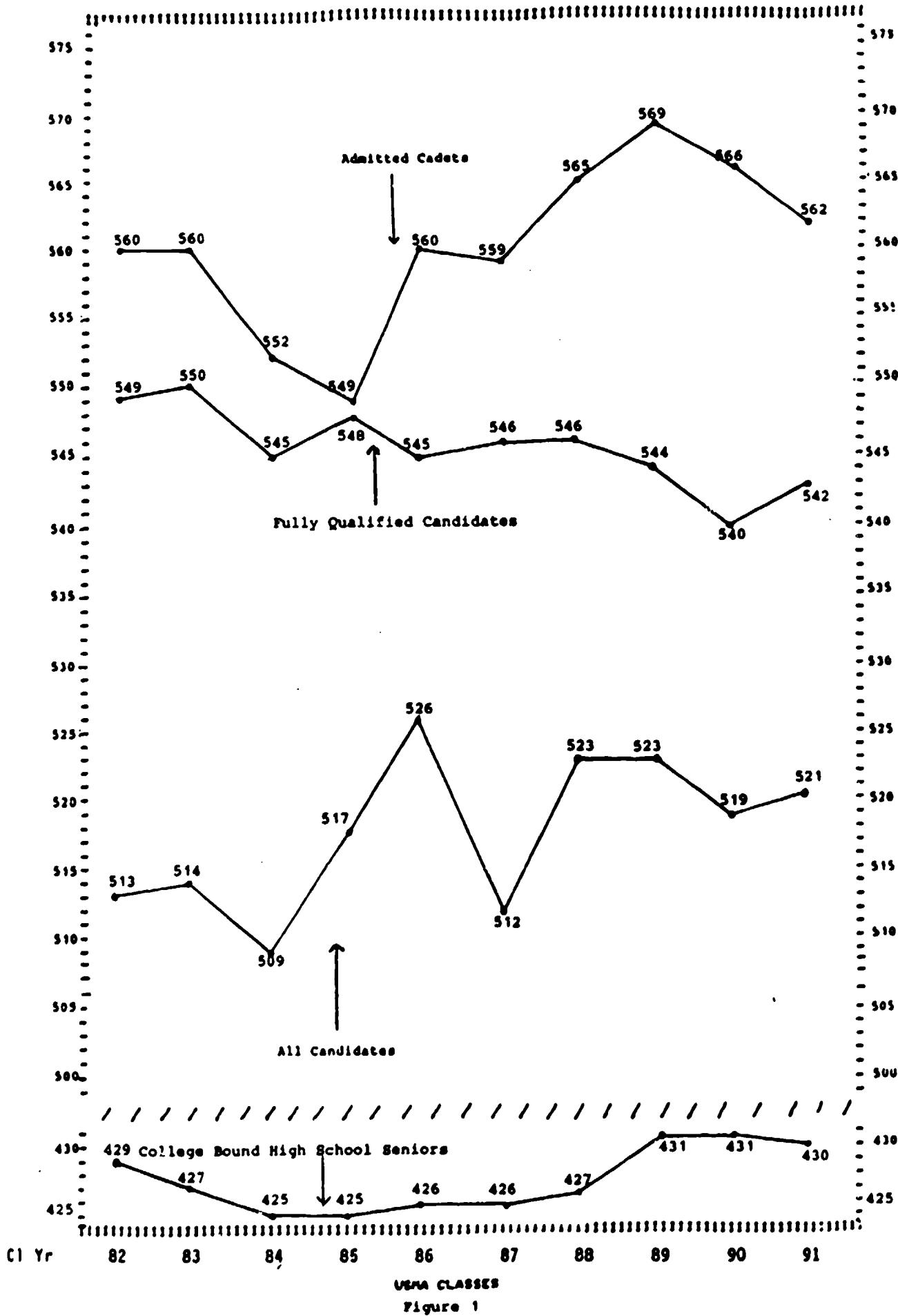
* Yield = $\frac{N \text{ Entered}}{N \text{ Offered}}$

TABLE 6

Comparison of the Number of Cadets With the Number of Fully
 Examined and Nominated Candidates at Each Whole
 Candidate Score Level for the Class of 1991

| Score | Number of | Offered Admission | | Entered | | Percent |
|-----------|------------|----------------------|-----|---------|----|---------|
| Ranges | Candidates | N | % | N | % | Yield* |
| 7500-7749 | 1 | 0 | 0% | 0 | 0% | 0% |
| 7250-7499 | 1 | 1 | 100 | 0 | 0 | 0 |
| 7000-7249 | 17 | 11 | 65 | 9 | 53 | 82 |
| 6750-6999 | 78 | 58 | 74 | 25 | 32 | 43 |
| 6500-6749 | 222 | 145 | 65 | 93 | 42 | 64 |
| 6250-6499 | 544 | 352 | 65 | 240 | 44 | 68 |
| 6000-6249 | 912 | 475 | 52 | 385 | 42 | 81 |
| 5750-5999 | 1102 | 343 | 31 | 274 | 25 | 80 |
| 5500-5749 | 1130 | 230 | 20 | 193 | 17 | 84 |
| 5250-5499 | 910 | 119 | 13 | 94 | 10 | 79 |
| 5000-5249 | 523 | 44 | 8 | 37 | 7 | 84 |
| 4750-4999 | 245 | 7 | 3 | 5 | 2 | 71 |
| 4500-4749 | 194 | 5 | 3 | 4 | 2 | 80 |
| 4250-4499 | 70 | 0 | 0 | 0 | 0 | 0 |
| 4000-4249 | 21 | 0 | 0 | 0 | 0 | 0 |
| 3750-3999 | 17 | 0 | 0 | 0 | 0 | 0 |
| 3500-3749 | 6 | 0 | 0 | 0 | 0 | 0 |
| 3250-3499 | 3 | 0 | 0 | 0 | 0 | 0 |
| 3000-3249 | 1 | 0 | 0 | 0 | 0 | 0 |
| NUMBER | 5997 | | | 1359 | | |
| MEAN | 5702 | | | 6015 | | |
| SD | 529 | | | 395 | | |

*Yield = $\frac{N \text{ Entered}}{N \text{ Offered}}$



UVM CLASSES

Figure 1

TRENDS OF MEAN SAT VERBAL SCORES FOR CANDIDATES AND ENTERING CADETS. CLASSES OF 1982-1991 AND ALL COLLEGE BOUND HIGH SCHOOL SENIORS NATIONWIDE.

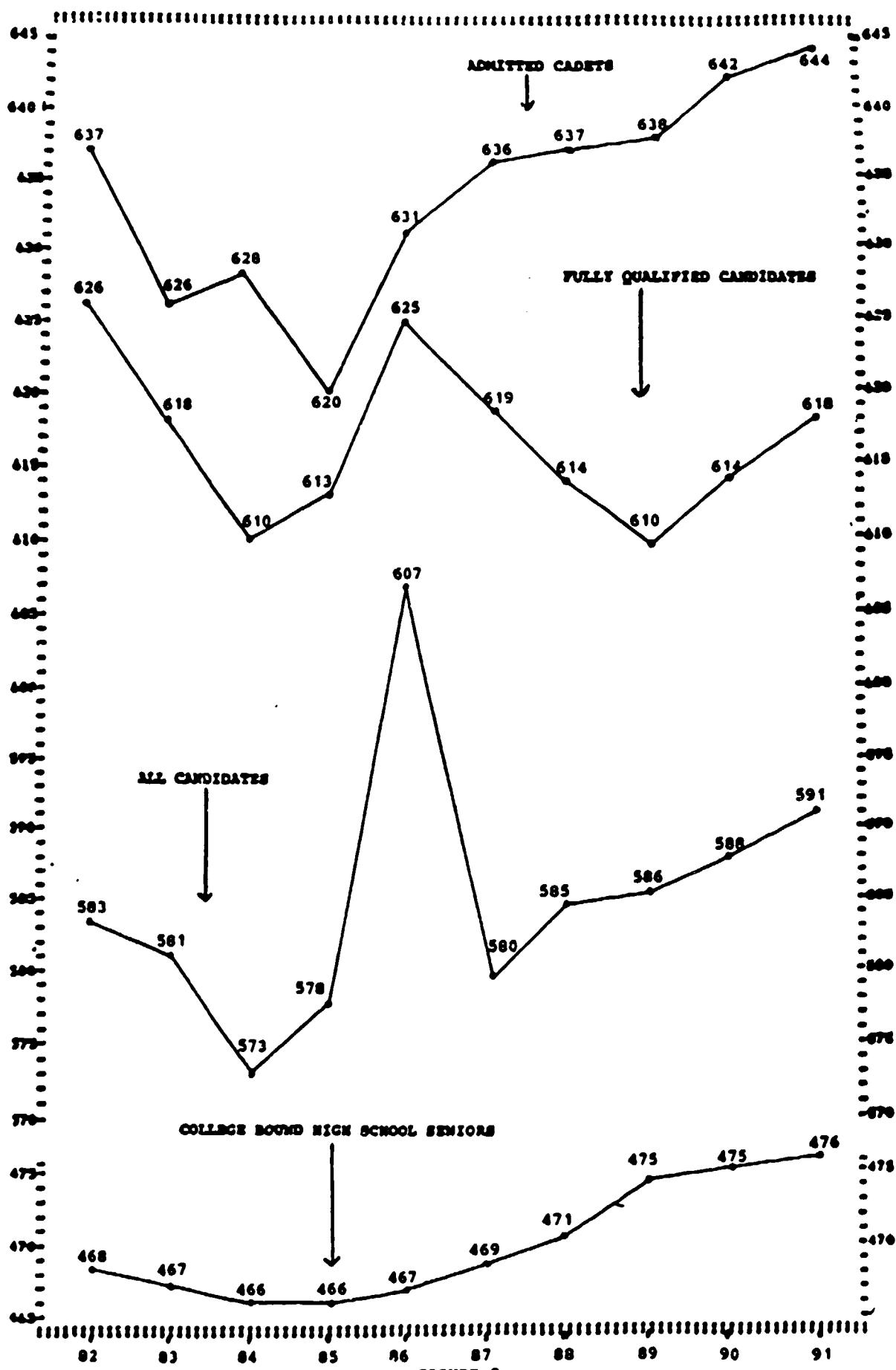
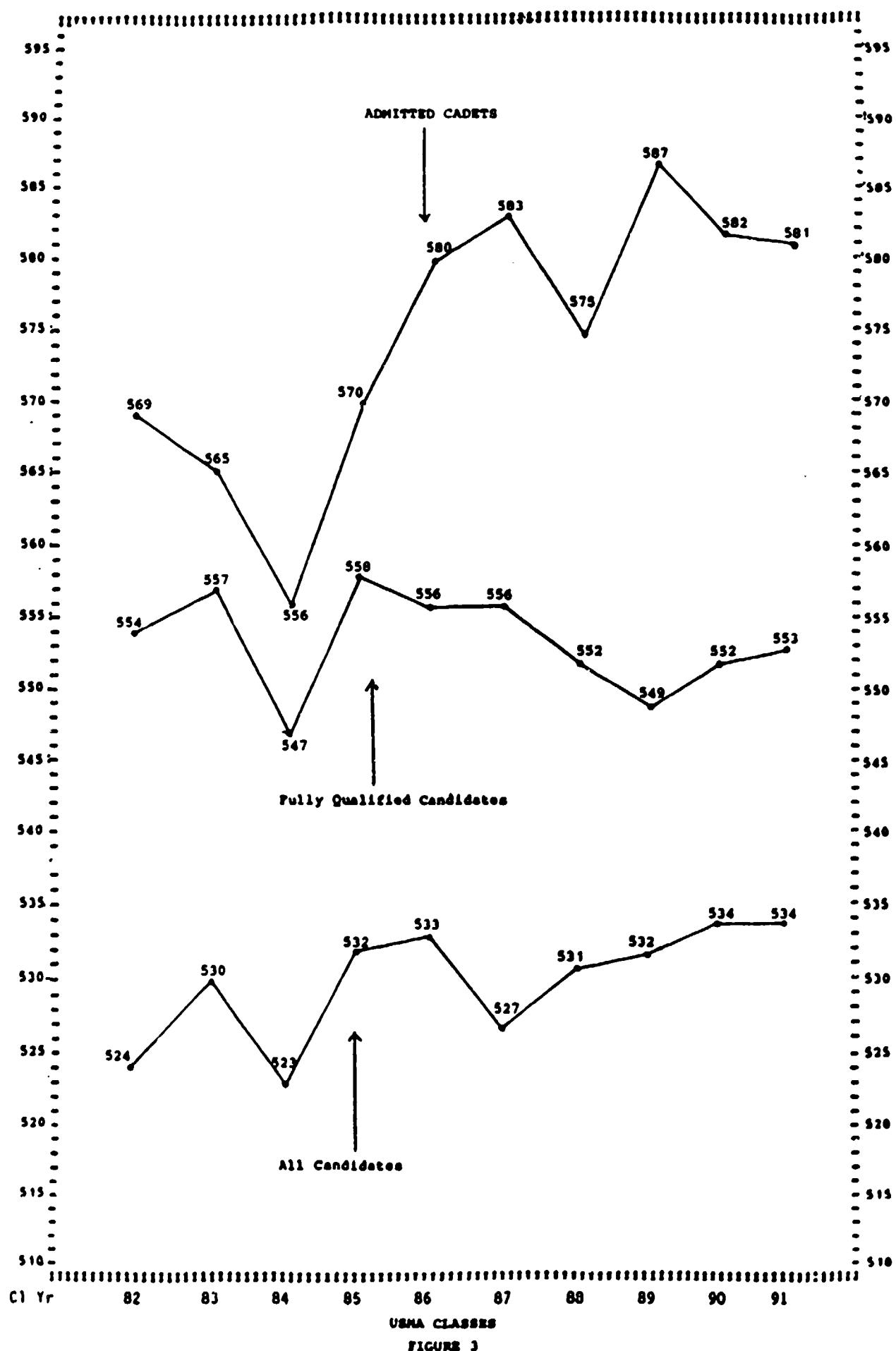


FIGURE 2

DATA CLASSES

TRENDS OF MEAN SAT MATH SCORES FOR CANDIDATES AND ENTERING CADETS. CLASSES OF 1982-1991 AND ALL COLLEGE BOUND HIGH SCHOOL SENIORS NATIONWIDE.



TRENDS OF MEAN HIGH SCHOOL RANK SCORES FOR CANDIDATES AND CADETS-CLASSES OF 1982-1991.

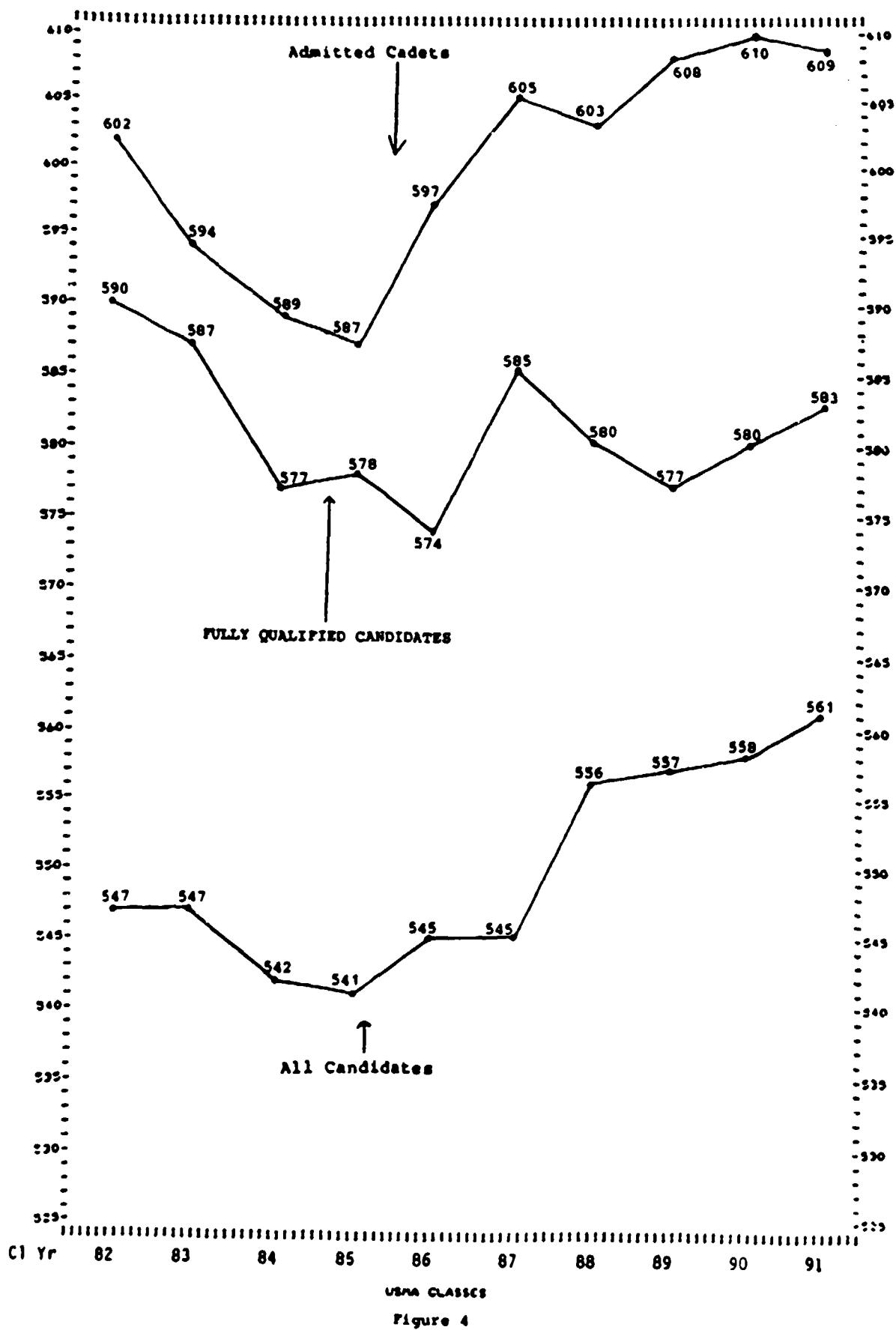
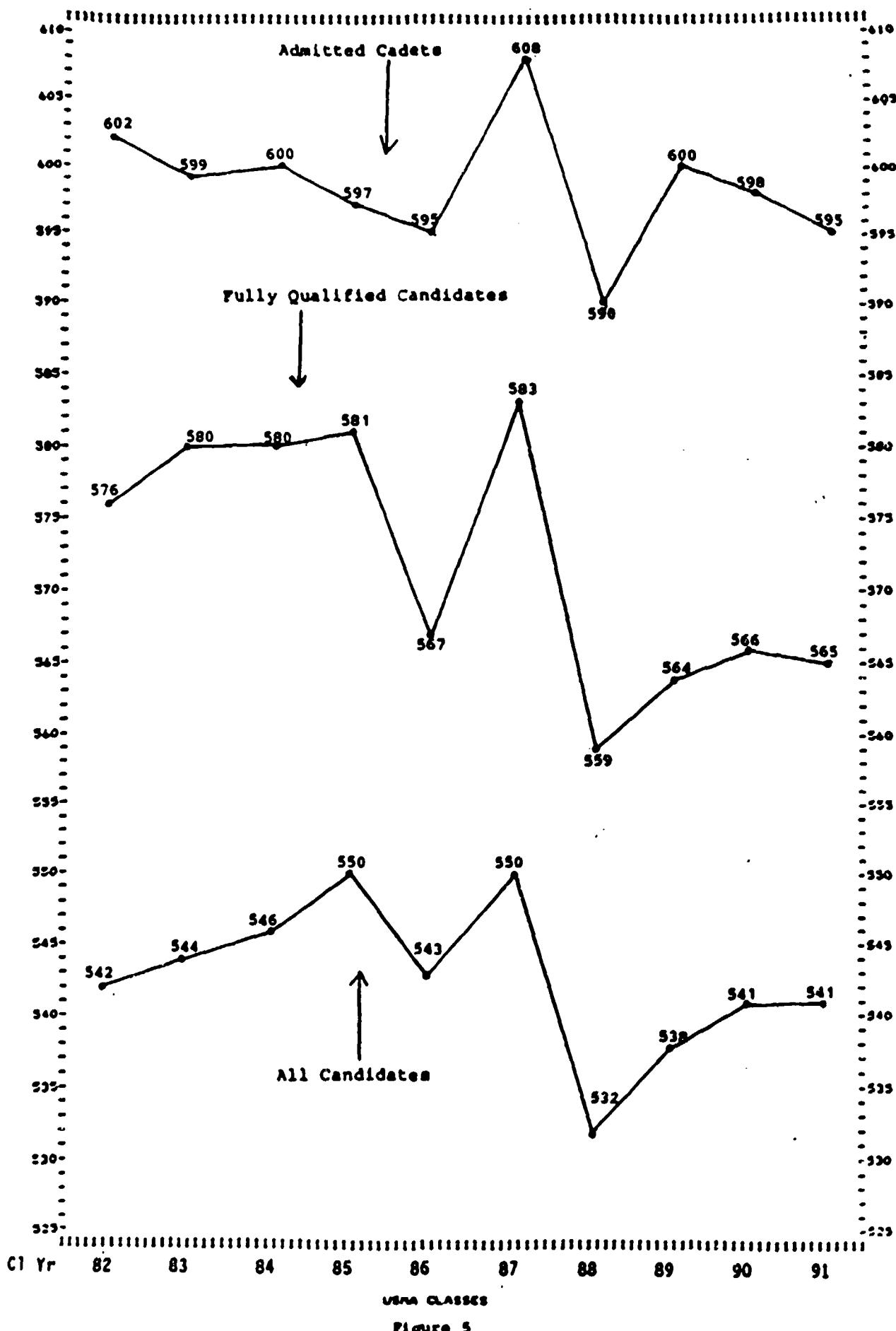


Figure 4

TRENDS OF MEAN CEER SCORE FOR CANDIDATES AND ENTERING CADETS - CLASSES 1982-1991.



TRENDS OF MEAN LEADERSHIP POTENTIAL SCORES. CANDIDATES AND ENTERING CADETS --

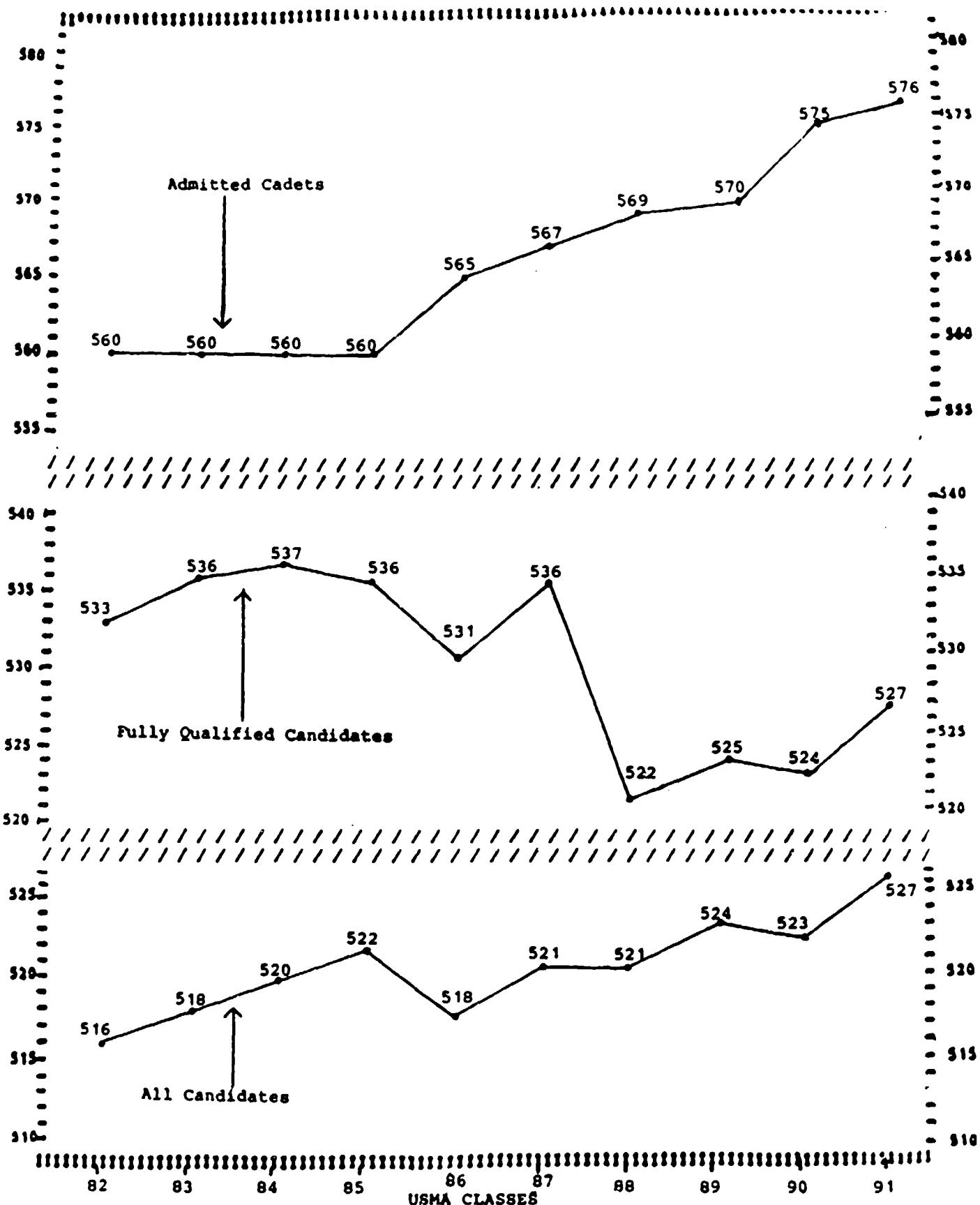
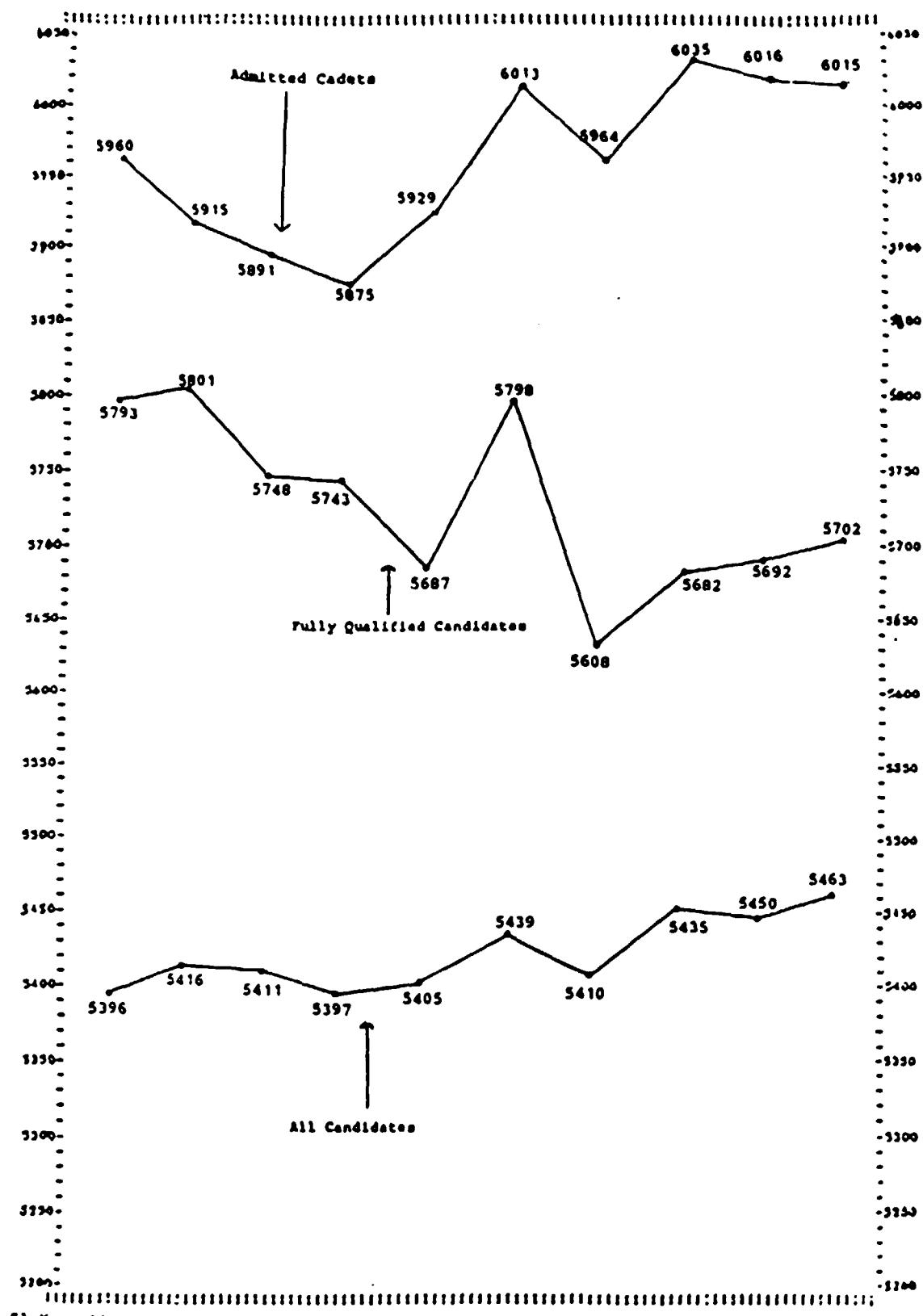


FIGURE 6

TRENDS OF MEAN PAE SCORE FOR CANDIDATES AND ENTERING CADETS OF THE CLASSES OF 1982-1991 (PAE FOR ADMITTED CADETS IS FOR MALE CADETS ONLY).



USMA CLASSES

FIGURE 7

TRENDS OF MEAN WHOLE CANDIDATE SCORE FOR CANDIDATES AND ENTERING CADETS ---
CLASSES OF 1982-1991.

TABLE 7
Selected High School Activities and Awards of Entering Cadets in the Classes of 1982 Through 1991

| | 1982 | 1983 | 1984 | 1985 | 1986 | 1987 | 1988 | 1989 | 1990 | 1991 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Senior Class President | 65(5%) | 77(6%) | 68(5%) | 77(5%) | 67(5%) | 89(6%) | 90(6%) | 90(6%) | 90(6%) | 85(6%) |
| Senior Class Officer | 177(13%) | 187(13%) | 235(16%) | 242(16%) | 214(15%) | 224(16%) | 224(16%) | 230(16%) | 219(16%) | 175(13%) |
| Student Body President | 73(5%) | 81(6%) | 63(4%) | 76(5%) | 85(6%) | 70(5%) | 81(6%) | 93(7%) | 107(8%) | 105(8%) |
| Debate Team | 160(12%) | 159(11%) | 158(11%) | 170(11%) | 170(12%) | 170(12%) | 192(14%) | 180(13%) | 155(12%) | 169(13%) |
| Varsity Lettermen | 1161(83%) | 1151(82%) | 1228(84%) | 1268(84%) | 1210(85%) | 1237(87%) | 1190(85%) | 1248(88%) | 1158(87%) | 1195(89%) |
| Team Captain | 599(43%) | 629(45%) | 688(74%) | 692(46%) | 690(49%) | 690(48%) | 692(50%) | 810(57%) | 740(56%) | 791(59%) |
| Scouts, All | 748(54%) | 761(54%) | 733(50%) | 735(48%) | 639(45%) | 629(44%) | 623(45%) | 601(42%) | 643(48%) | 475(35%) |
| Scouts, Eagle | 142(11%) | 182(13%) | 174(12%) | 138(10%) | 122(10%) | 111(9%) | 113(9%) | 138(10%) | 117(9%) | 110(8%) |
| Boys/Girls St Representative | 275(20%) | 310(22%) | 333(23%) | 297(20%) | 312(22%) | 346(24%) | 297(21%) | 331(23%) | 306(23%) | 353(26%) |
| High School Dramatic Club | 215(16%) | 209(15%) | 229(16%) | 219(14%) | 219(15%) | 237(17%) | 228(16%) | 212(15%) | 180(14%) | 166(12%) |
| Bausch & Lomb Science Award | 30(2%) | 28(2%) | 30(2%) | 26(2%) | 39(3%) | 56(4%) | 43(3%) | 51(4%) | 38(3%) | 27(2%) |
| American Legion Award | 128(9%) | 138(10%) | 136(9%) | 154(10%) | 138(10%) | 146(10%) | 146(10%) | 119(8%) | 139(11%) | 155(12%) |

TABLE 7a
Selected Characteristics of Cadets in the Classes of 1981 Through 1991

| | 1982 | 1983 | 1984 | 1985 | 1986 | 1987 | 1988 | 1989 | 1990 | 1991 |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Cadets with 1 or more months of college | 213(15%) | 260(19%) | 215(14%) | 174(11%) | 204(14%) | 156(11%) | 169(12%) | 194(14%) | 173(13%) | 218(16%) |
| Sons or Daughters of Alumni of USNA | 57(4%) | 59(4%) | 54(4%) | 59(4%) | 51(4%) | 41(3%) | 47(3%) | 37(3%) | 58(4%) | 63(5%) |
| Attended USMA Preparatory School | 211(15%) | 207(15%) | 191(13%) | 203(13%) | 186(13%) | 173(12%) | 199(14%) | 185(13%) | 170(13%) | 181(13%) |
| Attended Public High Schools | 1259(86%) | 1194(85%) | 1201(86%) | 1246(85%) | 1281(84%) | 1209(85%) | 1174(82%) | 1177(81%) | 1118(84%) | 1167(87%) |
| Rank in High School Class: | | | | | | | | | | |
| Top Fifth | 1055(76%) | 1021(73%) | 1003(69%) | 1062(70%) | 1031(73%) | 1219(85%) | 1162(83%) | 1205(84%) | 1151(87%) | 1163(86%) |
| Second Fifth | 241(17%) | 253(18%) | 335(23%) | 340(22%) | 283(20%) | 151(11%) | 159(11%) | 144(10%) | 102(8%) | 112(8%) |
| Third Fifth | 89(6%) | 102(7%) | 102(7%) | 92(6%) | 88(6%) | 46(3%) | 50(4%) | 46(3%) | 50(4%) | 59(4%) |
| Fourth Fifth | 8(1%) | 18(1%) | 16(1%) | 17(1%) | 13(1%) | 6(1%) | 11(1%) | 8(1%) | 4(0%) | 12(1%) |
| Bottom Fifth | 2(0%) | 3(0%) | 4(0%) | 5(0%) | 3(0%) | 2(0%) | 5(0%) | 4(0%) | 4(0%) | 1(0%) |
| Valadictorians | 86(6%) | 77(6%) | 58(4%) | 67(4%) | 89(6%) | 119(8%) | 102(7%) | 109(8%) | 132(10%) | 99(7.4%) |
| Salutatorians | 62(4%) | 58(4%) | 60(4%) | 65(4%) | 89(6%) | 93(6%) | 78(6%) | 100(7%) | 72(5%) | 83(6.2%) |
| N = | 1396 | 1398 | 1466 | 1538 | 1420 | 1435 | 1401 | 1428 | 1328 | 1359 |

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